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ABSTRACT

Based on experiences and recommendations from vocational education programs, this publication contains suggestions for State Department of Vocational Education staff in their leadership roles to local educational agencies and in their relationship with other state institutions in developing services and programs for the disadvantaged and handicapped under the Vocational Education Amendments of 1968. Definitions, characteristics, uses of federal funds, areas to be served, cooperating persons and organizations, and effective services and program components are included for both groups. (SB)

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IMPLEMENTING THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 FOR THE DISADVANTAGED OR HANDICAPPED,

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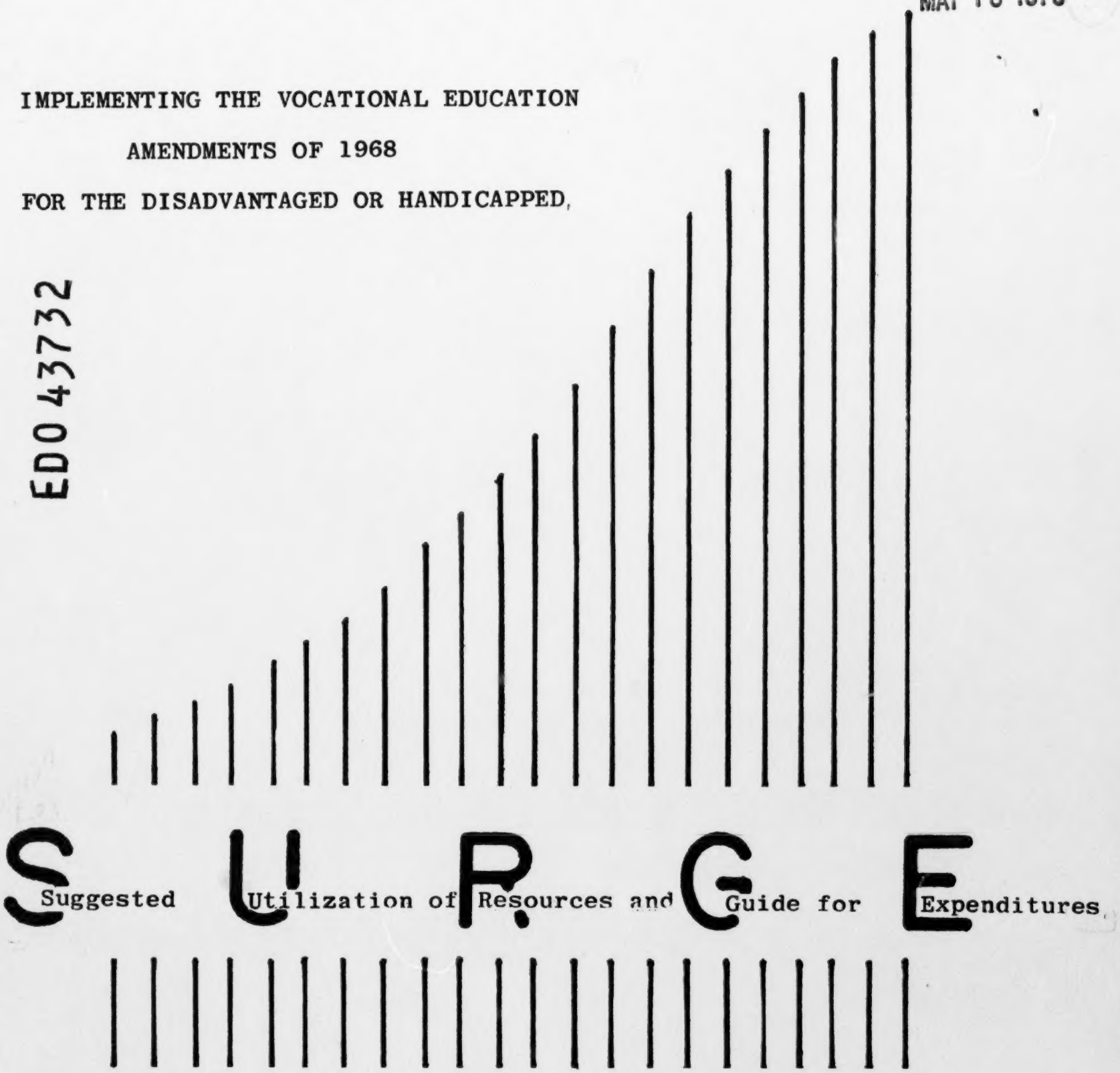

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FOREWORD

This publication contains suggestions which may be helpful to the State staffs of the Departments of Vocational Education in their leadership roles to the local educational agencies and in their relationships with other State institutions in developing services and programs for the disadvantaged and handicapped. The suggestions contained herein are based on experiences and recommendations from vocational education programs sponsored by vocational educators, Manpower Development and Training, Job Corps, Community Action Agencies, the National Alliance of Businessmen and other organizations concerned with the preparation for jobs of the disadvantaged or handicapped. It is not an authorization for expending Federal funds. Such authorization must be obtained through the State director of vocational education

States may find this helpful in preparing application forms for the localities as they submit their annual program plans. It may also be useful at State sponsored meetings and workshops in which services and programs for the disadvantaged or handicapped are to be discussed. The States may wish to use SURGE as a guide in preparing their own material based on their own specific needs. Vocational education teacher training institutions might wish to consider some of these suggestions as they put increasing emphasis on staff development for the disadvantaged or handicapped.

Each State has established policies and procedures which govern the program of vocational education in that State. Any expenditure of Federal funds is determined by the duly constituted authority in each State and the policy governing this determination is set forth in the State plan for vocational education.

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BASIS FOR FUNDING SERVICES AND PROGRAMS FOR THE DISADVANTAGED OR HANDICAPPED UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

All persons of all ages in all communities of the States will have ready access to vocational training or retraining.

Each student shall be given the necessary support and assistance to develop his abilities to the fullest and to enable him to participate in the vocational education program of his choosing and interest.

All disadvantaged or handicapped persons should be integrated into the regular classrooms and programs to the optimum extent possible. If ancillary or supportive services are needed to help a person to succeed in these programs, vocational educators should assume responsibility to see that these are provided either through Federal vocational education funds or through cooperating agencies or organizations.

Disadvantaged or handicapped students have a range of intellectual ability comparable generally to that of the average student body. Only a small percentage, diagnosed as mentally retarded, have intellectual limitations.

Separate or modified programs should be set up only when it is determined that it is in the best interest of the student--not of the administration.

Only those funds expended for the disadvantaged or handicapped student to help him succeed in the regular vocational education program shall be charged to disadvantaged or handicapped set aside funds. These expenditures are separate from and do not include those funds expended for the regular vocational education student. For the purpose of this accounting, the definitions of "Disadvantaged" and "Handicapped" which are set forth in the Vocational Education Amendments of 1968 and the Rules and Regulations shall be the sole criteria for identifying disadvantaged or handicapped students in vocational education.

Limitations with regard to funds, resources, and qualified staff make it essential that vocational educators seek the technical and financial resources of other agencies and groups to the mutual benefit of the individuals to be served.

VOCATIONAL EDUCATION FOR THE DISADVANTAGED
Under the Vocational Education Amendments of 1968
Section 122(a)(4)(A), Section 122(c)(1), and Section 102(b)

DEFINITION OF DISADVANTAGED PERSONS

"Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons, unless such persons also suffer from the handicaps described in this paragraph. (from Federal Register, Vol. 35, No.4, Part II, January 7, 1970, §102.3 (i))

CHARACTERISTICS OF DISADVANTAGED PERSONS

a. Persons with poor educational background
b. Persons who are semi-skilled or unskilled workers receiving less than poverty level incomes
c. Persons from areas characterized by excessive unemployment
d. Persons from areas characterized by excessive low income rates
e. Members of ethnic minority groups which have been discriminated against

f. Persons who have been isolated from cultural, educational, and/or employment opportunities

g. Persons who, due to a combination of environmental, cultural and historical factors, lack motivation for obtaining an education or a job skill

h. Persons who are dependent upon social services to meet their basic needs

AREAS TO BE SERVED: ECONOMICALLY DEPRESSED COMMUNITIES; AREAS OF HIGH YOUTH UNEMPLOYMENT; AREAS WHICH HAVE HIGH RATES OF SCHOOL DROPOUT

a. American Indian reservations

b. City ghettos

c. Mexican-American barrios

d. Puerto Rican enclaves

e. Rural poverty areas

f. Public housing developments

g. Areas designated for urban renewal

h. Model Cities neighborhoods

i. Correctional institutions

j. Neglected children institutions

k. Migrant streams

SUGGESTED PERSONS, ORGANIZATIONS AND AGENCIES WITH WHICH TO COOPERATE AND COORDINATE SERVICES AND PROGRAMS FOR THE DISADVANTAGED

a. Groups and persons representing the disadvantaged, for example:

   National Association for the Advancement of Colored People

   Congress of Racial Equality

   Urban League

   Opportunities Industrialization Center

   League of United Latin American Citizens

   American G. I. Forum

   Service Employment Redevelopment

   Association of Mexican American Educators

   Indian Tribal Councils

b. Compensatory education official--those administering ESEA Title I programs

c. Local and State Employment Agencies

d. Community Action agencies

e. Social welfare agencies--public and private

f. Vocational Rehabilitation offices

g. Manpower Development and Training directors

h. Adult Basic Education officials

i. Library services

j. Model Cities directors

k. Directors of institutions for the neglected and the delinquent youth; for example, correctional, reform, orphanages, halfway houses

l. Directors of correctional institutions for adults

m. Locally situated Job Corps Centers

n. JOBS participants--Nationwide programs sponsored by the National Alliance of Businessmen

o. Trade Unions

p. Other organizations working on employment problems of the disadvantaged

SOME SERVICES AND PROGRAM COMPONENTS WHICH, IF INCORPORATED, CAN BE EFFECTIVE AND BE FUNDED UNDER THE VEA OF 1968

1. Surveys by contract or by staff
   a. Of employment opportunities for disadvantaged youth and adults
   b. To identify disadvantaged persons
   c. To identify geographical areas of concentration
2. Recruitment and promotional costs required to reach disadvantaged youth and adults; advertising, speaking engagements, working with citizen groups, TV announcements, visual presentations
3. Scheduling modifications
   a. Individual scheduling requiring additional time of faculty
   b. Extended school day, week, or year requiring additional time of faculty
   c. Individual instruction requiring special faculty time
   d. Extension of time for program completion such as a longer school day, an additional semester or semesters
   e. Flexible scheduling permitting students to enter and/or leave

the school when the students, teachers, and counselors feel they are ready, willing, and able to pursue their studies or to obtain a job.

NOTE: These services and programs, personnel and scheduling, are all in addition to those provided other students

4. Formation and servicing of Advisory Committee on the Disadvantaged similar to activities performed for occupational advisory committees
5. Curriculum development for individual, modified, or special programs
   a. Additional salaries required for specialists familiar with needs of disadvantaged and techniques to meet these needs
   b. Special supplies and instructional materials developed especially for disadvantaged students
   c. Consultants
   d. Contracting out for services when such are necessary to supplement existing staff efforts
   e. Orientation-to-work programs including personal development and social skills courses
   f. Occupational orientation programs including field trips
   g. Research, experimental, and demonstration projects
   h. Program evaluation by contract or by staff
6. Personnel
   a. Psychologist
   b. Reader and/or interpreter
   c. Remedial education specialist
   d. Program developer and coordinator
   e. Instructional aides

f. Job placement coordinator

g. Job development coordinator

h. Social worker

i. Specially trained guidance counselor

7. Services

a. Educational testing for academic diagnostic purposes

b. Family counselling services related to the student's vocational program

c. Psychological services for diagnosis of emotional and mental problems

d. Guidance and counselling for academic and psychological purposes

e. Bilingual instruction and bicultural orientation

8. Staff Development

a. Extra work hours required of faculty for seminars, conferences, meetings in teams, and workshops

b. Organization of specialized institutes

c. Arranging meetings with the participation of persons from related services and organizations for purposes of cooperation and coordination. This might include staff of other training programs, business and labor representatives, community and neighborhood leaders, other educational officials

9. Business Cooperation

   a. Additional staff required to coordinate work experience or work-study programs outside of the formal vocational education programs, but which require the cooperation of business, and close supervision and guidance by the school

      1) Big Brother arrangement

      2) In-school or after-school arrangements in which credit is given

      3) Arrangements whereby one or more industries adopt a program or school

   b. Staff members detailed the added assignment of working with business and industry to arrange for summer jobs for faculty for updating skills and knowledge

VOCATIONAL EDUCATION FOR THE HANDICAPPED
Under the Vocational Education Amendments of 1968
Section 122(a) (4) (B)

DEFINITION OF HANDICAPPED PERSONS

"Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. (from Federal Register, Vol. 35, No. 4, Part II, January 7, 1970 §102.3 (o))

USES OF FEDERAL FUNDS

Section 122 (a)--Grants to States under this part may be used, in accordance with State plans approved pursuant to section 123, for the following purposes: ...(4) (B) vocational education for handicapped persons who because of their handicapping condition cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program; ... 122 (c) (3) at least 10 percent of each State's allotment of funds appropriated under section 102 (a) for any fiscal year beginning after June 30, 1969, shall be used only for the purpose set forth in paragraph 4 (B) of subsection (a).

SOME SUGGESTED SERVICES AND PROGRAM COMPONENTS, WHICH IF INCORPORATED, CAN BE EFFECTIVE AND WHICH CAN BE FUNDED UNDER VEA OF 1968.

1. Survey by contract or by staff members to identify:

    a. handicapped population

b. methods, materials, equipment, and techniques utilized in providing vocational education programs for handicapped persons

c. occupational opportunities available to the handicapped

d. other agencies, organizations, and individuals who are concerned with and knowledgeable about education of handicapped persons

e. extent of vocational preparation being provided by other agencies and organizations

f. areas in which programs are needed..(geographic, population groups, manpower needs, etc.)

2. Recruitment and promotional activities designed to reach handicapped persons, potential employers and potential teachers, and to develop community participation and support

a. advertising, speaking engagements, working with citizen groups

b. TV announcements, posters, and other visual presentations

3. Scheduling modifications

a. individual scheduling which requires additional faculty time

b. extended school day, week, or year, which requires additional faculty time and other related expenses

c. individual instruction which requires additional faculty time

d. flexible scheduling permitting individual student to enter and/or leave program when student, teachers, and counselors, feel is appropriate to students' progress

4. Formation and servicing of Advisory Committee for the Handicapped, similar to activities which are performed for occupational advisory committees.

5. Formation of, and participation in activities of coordinating committees...State and local.
   a. travel expenses
   b. additional time of assigned faculty member
   c. additional clerical expenses

6. Modifications of regular program
   a. Special equipment necessary for handicapped persons if they are to succeed in vocational program

Examples:

Visually handicapped	Instructions in Braille Large Print materials Signals which use sound rather than sight (bell rather than light) Special safety devices such as additional guard rails around moving parts of a machine
Deaf and the Hard of Hearing	Printed rather than verbal instructions Signals which use sight rather than sound (lights rather than bells) Sound amplification devices...Hearing aids for individual students are not an allowable item but desks and work stations can be equipped with earphones and amplification systems
Crippled	Adaptations of regular equipment such as adding hand controls to machines which regularly have foot controls Special desks and work tables for students who are in wheel chairs Ramps for students who cannot use stairs
Mentally Retarded	Simplified equipment Simplified instruction guides and manuals
Cardiac and other physically impaired persons	Additional facilities for rest periods Handrails in washroom and corridors

b. Curriculum modifications for individual students, (Adaptation of curriculum to use the abilities which each student possesses in order to compensate for his disability) which may involve additional expenditures

1) additional time allotment when needed for skill development
2) special work books and/or text books for the handicapped student
3) task analysis: break down each procedure required in a job into tasks and each task into its various components to identify the modifications in instruction, equipment, or methods which would be needed if the handicapped individual is to achieve success in developing the required skill

c. Educational services which are supplementary to regular programs and are specifically needed by reason of the handicapping condition

1) psychological services; testing, evaluation, consultation services which are additional to those provided nonhandicapped students and which are needed to enable students to succeed in regular program
2) reader services for the visually handicapped
3) guide services to lead handicapped student to classes, rest room, bus, etc.
4) interpreter services for the deaf
5) physical assistance when necessary (assisting crippled or otherwise handicapped students may be provided by aides)
6) tutorial services

7) teacher training activities--pre-service and in-service education to prepare teachers to work with handicapped persons in vocational education programs

8) vocational orientation for handicapped persons

9) remedial education

10) educational specialists, speech therapists, teachers of the deaf, teachers of the blind, etc.

11) consultation services

12) job placement coordinators, job finding, placement and employment followup services for handicapped students

13) program and curriculum development: personnel and services

14) guidance and counseling services which are in addition to that provided to nonhandicapped students; this may include referral and followup services which are needed by the handicapped student if he is to succeed in the vocational program

15) transportation services which are in addition to those provided nonhandicapped

NOTE: [1]Some of the services noted above are available through Special Education, Vocational Rehabilitation, and/or other public agencies. These resources should be used whenever possible.

[2]The assessment of abilities of individual students must be a cooperative effort of general educators, special educators, vocational educators, vocational rehabilitation counselors, guidance counselors, psychologists, and other related professionals in the appropriate field.

EXPENDITURES NOT ALLOWED UNDER THE VEA OF 1968

Food, lodging, medical and dental services and other services which may be necessary for students enrolled in vocational education programs but which are not directly related to the provision of vocational education to such students are not allowable expenditures of Federal vocational education funds. Example, safety glasses may be an allowable expenditure but regular eye glasses are not

SPECIAL PERSONS, ORGANIZATIONS, AND AGENCIES, WITH WHICH TO COOPERATE AND COORDINATE SERVICES AND PROGRAMS FOR THE HANDICAPPED

Special Education Division of the Board of Education

Vocational Rehabilitation Agency

Department of Welfare

Public Health Agency

Individual Health Professionals

Mental Health Agency

Mental Health Association

Mental Retardation Associations

State Agency for the Blind

Associations for the blind

State Agency for the Deaf

Associations for the deaf

Parents organizations

Employers and labor unions

Civic organizations

Crippled Children's Society

Veterans groups

Other related agencies and groups

Goodwill Industries

RECRUITMENT OF HANDICAPPED STUDENTS

1. Teacher referrals
2. Referrals from Special Education programs
3. Referrals from Vocational Rehabilitation
4. Referrals from the Agency for the Blind
5. Referrals from the Agency for the Deaf
6. Referrals from the Mental Retardation and Mental Health Agencies
7. Referrals from health agencies and individual practitioners
8. Referrals from other sources such as organizations, welfare groups, family service agencies, and interested individuals.